



# COMMUNICATION ENGLISH



By:

Prabhab Bhattarai

Bibek Karn

# INTERPRETATION RULES

- Scan the text by skimming or reading fast
- Find the meaning of the text
- Take important points into consideration
- Make those points as base to find significance and unstated meaning of the text with help of ur experience and knowledge related text.
- Use own sentences but words can be taken from given statement too.

# NOTE MAKING

Here is the basic format:

## **Main Heading**

### **1. Heading**

1.A Line 1

1.B Line 2

1.C Sub Heading

1.C.I Line 1

1.C.II Line 2

### **2. Heading 2**

2. A Line 1

.....

These are few points which are to be kept in mind while making notes.

- Indent the notes properly
- Use of abbreviations
- Heading / Title (should be 3 – 4)
- Sub heading (should be 3-4)
- Key at the end of the note (It should be enclosed with a box)
- Don't include all the information present in an article or paragraph.
- There should be no grammatically correct sentences in the notes.

## Summary writing

### **Before writing the summary:**

1. For a text, **read**, **mark**, and **annotate** the original. (For a lecture, work with the notes you took.)
  - highlight the topic sentence
  - highlight key points/key words/phrases
  - highlight the concluding sentence
  - outline each paragraph in the margin
2. Take notes on the following:
  - the source (author--first/last name, title, date of publication, volume number, place of publication, publisher, URL, etc.)
  - the main idea of the original (paraphrased)
  - the major supporting points (in outline form)
  - major supporting explanations (e.g. reasons/causes or effects)

### **Writing your summary--Steps:**

1. Organize your notes into an outline which includes main ideas and supporting points **but no examples or details** (dates, numbers, statistics).
2. Write an introductory paragraph that begins with **a frame**, including an **in-text citation of the source** and the author as well as a **reporting verb** to introduce the main idea. **The reporting verb is generally in present tense.**

## **MLA citation rules**

In-text references allow your readers to locate the full citations for sources in the works cited list at the end of your text. Provide author and page numbers for in-text citations.

- Refer to the author's name in the text or include it with the page number in parentheses: Jones asserts . . . (15) or (Jones 15).
- If there is no author, use a shortened version of the title: ("Mind" 69).
- Leave out page numbers if the source doesn't have them.
- When quoting from a source found in another source, indicate the original author and the page of the source you found it in: According to philosopher Michael Oakeshott . . . (qtd. in Smith 22).

At the end of your paper, provide readers all the details they need to find the sources you used in your text

### **Books**

Book by one author

Last name, First name. *Title of Book*. Publisher, year.

Updike, John. *Terrorist*. Knopf, 2006.

### **Edited book**

Last name of editor, First name, editor. *Title*. Publisher, date.

Lerer, Seth, editor. *The Yale Companion to Chaucer*. Yale UP, 2006.

### **Book by two authors:**

Last name, First name and First name Last name. *Title*. Publisher, date.

Singer, Peter and Jim Mason. *The Way We Eat: Why Our Food Choices Matter*. Rodale, 2006.

**Book by three or more authors:**

Last name, First name, et al. *Title*. Publisher, date.

Scheub, Ute, et al. *Terra Preta: How the World's Most Fertile Soil Can Help Reverse Climate Change and Reduce World Hunger*. Greystone, 2016.

**Work in an anthology or collection of essays:**

Last name, First name. "Title of Essay." *Title of Book*, edited by editor's name, if different than essay author, publisher, year, pp. pages.

Dvorak, Marta. "Margaret Atwood's Humor." *The Cambridge Companion to Margaret Atwood*, edited by Coral Ann Howells, Cambridge UP, 2006, pp. 114-29.

**Book in electronic format**

Last name, First name. *Title of Book*. Publisher, year. Site where you accessed it, URL.

Doctorow, Cory. *Content: Selected Essays on Technology, Creativity, Copyright, and the Future of the Future*.

Tachyon, 2008. *Cory Doctorow's Craphound*, [craphound.com/content/download/](http://craphound.com/content/download/).

X

---

bibek karn

X

---

bibek karn

## **Web pages**

### **Web site**

Last name, First name (if available). *Title of Website*, date (if available), URL.

*Nobelprize.org*. [www.nobelprize.org/](http://www.nobelprize.org/).

### **Web page within a Web site**

Last name, First name (if available). "Title of Web Page." *Title of Web Site*, date (if available), URL.

Dylan, Bob. "Banquet Speech." *Nobelprize.org*, 10 Dec. 2016,  
[www.nobelprize.org/nobel\\_prizes/literature/laureates/2016/dylan-speech\\_en.html](http://www.nobelprize.org/nobel_prizes/literature/laureates/2016/dylan-speech_en.html).

## **Articles**

### **Journal article in print**

Last name, First name. "Title of Article." *Title of Publication*, vol., no., date, pp. pages.

Moore, Peter. "The Nature of *King Lear*." *English Studies*, vol. 87, no. 2, 2006, pp. 169-90.

### **Magazine or newspaper article in print**

Last name, First name. "Title of Article." *Title of Publication*, date, pp. page numbers.

Gladwell, Malcolm. "Open Secrets." *New Yorker*, 8 Jan. 2007, pp. 44-53.

### **Journal article from an electronic database without a DOI (digital object identifier)**

Last name, First name. "Title of Article." *Title of Publication*, vol., no., date, pp. page numbers, *Name of Database*, persistent URL (if available).

Dougherty, James. "Presence, Silence, and the Holy in Denise Levertov's Poems." *Renascence*, vol. 58, no. 4, 2006, pp. 305-26, *Academic Search Premier*.

[search.ebscohost.com/login.aspx?direct=true&db=aph&AN=21570796&site=ehost-live](http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=21570796&site=ehost-live)

### **Journal article from an electronic database with a DOI (digital object identifier)**

Last name, First name. "Title of Article." *Title of Publication*, vol., no., date, pp. page numbers, *Name of Database*, doi: DOI.

Chozinski, Brittany Anne. "Science Fiction as a Critique of Science: Organ Transplantation and the Body." *Bulletin of Science, Technology, and Society*, vol. 36, no. 1, pp. 58-66. *Sage Journals*, doi: 10.1177/0270467616636198.

### **Newspaper, magazine, or website article found online**

Last name, First name. "Title of Article." *Title of Publication*, date, URL.

Allen, Marshall. "America's Other Drug Problem." *ProPublica*, 27 April, 2017,  
[www.propublica.org/article/americas-other-drug-problem](http://www.propublica.org/article/americas-other-drug-problem)

### **Film, Television, Online Videos**

Primary person your research is focused on, role. *Title*. Production company (if any), season and/or episode if relevant, date.

Or if your focus is on the film itself, *Title*, key participants, roles, production company (if any), date.

If access was online, include the *Source* (if relevant) and the URL.

*Orphan Black*. Created by John Fawcett and Graeme Manson, performance by Tatyana Maslany, Temple Street Productions, season 1, 2013.

Atwood, Margaret, consulting producer. *The Handmaid's Tale*, 2017. *Hulu*. [www.hulu.com/the-handmaids-tale](http://www.hulu.com/the-handmaids-tale).

*United States of Secrets*. Michael Kirk et al., producers. *Frontline*. 13 May, 2014,

[www.pbs.org/wgbh/frontline/film/united-states-of-secrets](http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets)

## **APA citation rules**

In-text references allow your readers to locate the full citations for sources in your reference list. Author's last name and year of publication are key elements of APA in-text references.

- ☐ Refer to the author's name in the text or include it with the year in parentheses: Vang asserts . . . (2010) or (Vang, 2010). When quoting directly from a source, include the page number: (Vang, 2010, p. 400).
- ☐ If there is no author, use a shortened version of the title: ("Mind," 2007).
- ☐ If there are multiple works by the same author or authors published in the same year, add a lowercase letter with the year: (Peters, 2004b).
- ☐ When a work has two authors cite both names and the year: (Tabor & Garza, 2006). For three to six authors, cite all authors in first reference with the year and, for subsequent references, use first author followed by "et al."
- ☐ Leave out page numbers or dates if the source doesn't have them.
- ☐ If you quote a source found in another source, indicate the original author and the source in which you found it: Psychologist Gary Wells asserted . . . (as cited in Doyle, 2005, p. 122).
- ☐ Ensure that every in-text citation leads to a source in the reference list

## **Books**

### **Book by one author**

Last name, First initial(s). (Date). *Title of book*. Place: Publisher.

Venkatesh, S. A. (2006) *Off the books: The underground economy of the urban poor*. Cambridge: Harvard University Press.

### **Edited book**

Last name of Editor, First initial(s). (Ed.) (Date). *Title of book*. Place: Publisher.

Brummett, B. (Ed.) (2008). *Uncovering hidden rhetorics: Social issues in disguise*. Los Angeles: Sage.

### **Book by more than one author**

Last name, First initial(s) & Last name, First initial(s). (Date). *Title of book*. Place: Publisher.

Guerrero, L. K. & Floyd, K. (2006). *Nonverbal communication in close relationships*. Mahwah, NJ: Erlbaum.

### **Book in an edition other than first**

Last name, First initial(s). (Date). *Title of book* (number of edition). Place: Publisher.

Johnson, B. & Christensen, L. B. (2008). *Educational research: Quantitative, qualitative, and mixed approaches*. (3rd ed.). Los Angeles: Sage.

### **Work in an anthology or collection of essays**

Last name, First initial(s). (Date). Title of essay. In first initial last name (Ed.) *Title of book* (pages). Place: Publisher.

Alberts, H. C. (2006). The Multiple transformations of Miami. In H. Smith & O. J. Furuseth (Eds.) *Latinos in the new south: Transformations of place* (pp. 135-51). Burlington, VT: Ashgate.

## **Web pages**

### **Web site**

Last name, First initial(s) or Organization Name. (Date). *Title of site*. Retrieved from URL  
Innocence Network. (2010). *Innocence Network Exonerations 2010*. Retrieved from  
<http://www.innocencenetwork.org/docs/innocence-network-exonerations-2014-2010>

### **Web page within a Web site**

Last name, First initial(s) or Organization Name. (Date). Title of page. In *Title of site*. Retrieved from URL  
Rosenstiel, T., Mitchell, A., Purcell, K., & Rainie, L. (2011). How people learn about their local community.  
In *Pew Internet & American Life Project*. Retrieved from <http://pewinternet.org/Reports/2011/Local-news/Part-1.aspx>

## **Articles**

### **Article with a DOI (digital object identifier – often found on the first page of a scholarly article)**

Last name, First initial(s). (Date). Title of article. *Title of Journal*, volume(issue), pages. doi:number  
Betancur, J. (2010). Gentrification and community fabric in Chicago. *Urban Studies* 48(2), 383-406. doi:  
10.1177/0042098009360680

### **Journal article without a DOI found on the web**

Last name, First initial(s). (Date). Title of article. *Title of Journal*, volume(issue), pages. Retrieved from URL.  
Include a date retrieved only if the article is a draft or preprint.  
Bendetto, M. M. (2008). Crisis on the immigration bench: An ethical perspective. *Brooklyn Law Review*,  
73(2), 467-523. Retrieved from [http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=1084262](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1084262)

### **Journal article without a DOI found in a database; include the URL of the publisher, even if you did not retrieve the article from that URL.**

Last name, First initial(s). (Date). Title of article. *Title of Journal*, volume(issue), pages. Retrieved from  
publisher's URL.  
Mumm, J. (2011). Redoing Chicago: Gentrification, race, and intimate segregation. *North American Dialogue*  
14(1): 16-19. Retrieved from <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291556-4819>

### **Newspaper article**

Last name, First initial(s). (Date). Title of article. *Title of Newspaper*, section and page numbers.  
Richtel, M. (2011, October 23). A Silicon Valley school that doesn't compute. *The New York Times*, p. A1.

### **Newspaper article found on the Web**

Last name, First initial(s). (Date). Title of article. *Title of Newspaper*. Retrieved from URL.  
Muller, R. A. (2011, October 21). The case against global-warming skepticism. *Wall Street Journal*. Retrieved  
from <http://online.wsj.com/article/SB10001424052970204422404576594872796327348.html>

## **Editing rules**

1. ***Read the paper aloud as if you are reading a story.*** Listen for errors. If you listen carefully, you will be able to correct any errors that you hear. **Listen for incomplete phrases, sentences** and ideas, as well as things that sound funny.
  - Stop and change anything you wish as soon as you see it punctuation, spelling, and sentence structure. Move through the paper at a reasonable rate.
  - Read the entire paper. **Listen for spots that aren't readable**, that feel or sound awkward, or that don't seem clear. Mark these spots. Then, when you're done reading the whole paper, go back to fix them.
2. ***Read one sentence at a time.***

- Using a sheet of clean paper, cover all the text except the first sentence. Read this sentence carefully. Does it sound and look correct? **Does it say what you want it to say?** Continue down the page in the same way.
3. *Look for patterns of error.*
- *Personal patterns:* All writers make mistakes that are typical of their writing. If you always forget commas, check for commas. If you always have trouble **with transitions, look for transitions.**
4. *Know your grammar and punctuation rules or know where to look them up.*
- Study the rules of grammar and punctuation.

## Writing section formats

# 1. THE STYLE OF TECHNICAL WRITING

## 1.1 What Is Technical Writing?

- 1.1.1 Who Writes Technical Documents?
- 1.1.2 The Need for Clear and Concise Technical Writing

## 1.2 Readers Get First Consideration

- 1.2.1 Technical Readers
- 1.2.2 Managerial Readers
- 1.2.3 General Readers

## 1.3 Expressing versus Impressing

## 1.4 The Academic Influence

## 1.5 Clarity

- 1.5.1 Shorter Sentences
- 1.5.2 Active Language
- 1.5.3 Suppressed Verbs
- 1.5.4 Needless Verbs
- 1.5.5 Personal versus Impersonal Constructions
- 1.5.6 Making Verbs from Adjectives and Nouns

## 1.6 When to Use the Past and Present Tense

## 1.7 Conciseness

- 1.7.1 Brevity
- 1.7.2 Redundancy and Clichés
- 1.7.3 Affected and Vague Words
- 1.7.4 The Concrete Use of Language
- 1.7.5 Gobbledygook



## 2.THE PROCESS OF TECHNICAL WRITING: Six Steps For Success

### **2.1 Think and Prepare before You Write**

- 2.1.1 Establish Your Writing Objective
- 2.1.2 Identify Your Readers
- 2.1.3 Determine the Scope of the Writing
- 2.1.4 Research

### **2.2 Organizing and Developing Your Writing**

- 2.2.1 General to Specific Development
- 2.2.2 Specific to General Development
- 2.2.3 Chronological Development
- 2.2.4 Sequential Development
- 2.2.5 Cause and Effect
- 2.2.6 Comparison
- 2.2.7 Spatial Development

### **2.3 The Outline**

- 2.3.1 The Value of Outlining
- 2.3.2 Outline Formats
- 2.3.3 The Three Basic Outline Styles

### **2.4 The Rough Draft**

- 2.4.1 How to Write a Rough Draft
- 2.4.2 The Rough Draft Cures Writer's Block

### **2.5 Revision**

- 2.5.1 Activate the Language
- 2.5.2 Clarify the Writing
- 2.5.3 Simplify the Writing

### **2.6 The Final Draft**

- 2.6.1 Allow for Generous Use of White Space
- 2.6.2 Use Topic Heads Often
- 2.6.3 Use Listing
- 2.6.4 Use Illustrations Effectively

### **2.6.5 Include Adequate Appendixes**

# **Technical reports format and what does it contains**

## **Reports:**

### **Memo & Formal Reports**

**Memo Reports:** The memo report is the most common and prevalent type of technical writing found in industry today. It is an informal report and is strictly an internal type of communication. It is called a memo report because the word memo is derived from the word memorandum. A memo report is not a long report.

1. Heading Information
2. Statement of purpose
3. Background statement
4. Discussion
5. Conclusion
6. Recommendation

☐ Heading information: It tells to whom the report is being written. It includes the following ;

1. Date
2. To
3. From
4. Subject

☐ Statement of purpose: tells the reader why the report has been written. Purpose is always direct and concise.

☐ Background Statement: it must be brief and concise.

☐ Discussion: It is a detailed and complete message about the subject. The discussion is where the basic organizational pattern and outline of your ideas are put into written form.

☐ suggestion based on your conclusion.

**Formal Reports:** Formal reports are the comprehensive documentation of major technical projects. By the nature of their scope and importance, they tend to be long and detailed. The actual scope and complexity of any particular formal report will depend on the substance of the report itself. Most formal reports are outside reports from one company to another. They cover many of the same subjects as inside memo-reports. Parts of the formal reports are:

## Preliminary Pages

- ☐ Front cover
- The title of the report
- Your name
- Your previous academic term and department/program
- ☐ Letter of submittal:
- ☐ Table of contents
- ☐ List of figures and tables
- ☐ Summary/ abstract
- ☐ Introduction
- ☐ Main body
- ☐ Conclusion
- ☐ Recommendations
- ☐ Bibliography
- ☐ Appendix
- ☐ Glossary
- ☐ Index
- ☐ Title page:

Full title of the report

Name of the writer

Writer's company

Person or company receiving the report

Date of the report

☐ Table of content: table of contents contains all the primary and secondary heading of your report. Tables and figures are also included on table of content.

☐ Executive summary: it provides the overview of the report to the audiences. It should be limited to one to two pages only. It must include; opportunity or problem, cost implication, finding or conclusion and recommendation.

☐ Main body: it is a complete account

☐ Conclusion: in this section you have to put the results and findings of your discussion. The emphasis here is on what is purpose of the report and its implications.

- ☐ Recommendations: is your opinion based on technical evidence and your expertise as a professional.
- ☐ References: if you have quote from other then you must document references. These references are placed at separate section.
- ☐ Bibliography: alphabetical list of all secondary sources which you have used.
- ☐ Appendixes: it is pertinent but not crucial to the report. Appendix includes charts, graphs, tables etc.
- ☐ Glossary: contains selected technical terms and their definitions.
- ☐ Index: an alphabetical, cross-referenced list of all topics and subjects of import contained in the report.

**Feasibility Report:** The purpose of a feasibility report is to show whether undertaking a certain project will be success or fail. The likelihood of success must be weighed against the odds for failure. The report presents the evidence for that set of odds for or against the success of the project.

Part of feasibility report:

- ☐ Memo report heading
  - Feasibility report
  - Date:
  - To:
  - From:
  - Subject:
- ☐ Purpose:
- ☐ Background
  - Procedures and methods
  - Alternatives
- ☐ Discussion
- ☐ Conclusion
- ☐ Recommendations

**Progress Report:** Periodic reports, sometimes called activity reports, allow management to stay informed on staff progress with ongoing technical work and projects. The most common types of periodic reports are weekly, monthly, and quarterly reports. Remember that these reports are primarily to keep management informed on technical work in progress. Because the report will contain information about ongoing work familiar to all concerned, there is no need for purpose, conclusions, or recommendations sections.

Parts of progress report:

- ☐ Memo report headings
- ☐ Status of project
- ☐ Status report

Subject: .....

**Trip Reports:** A trip report provides a permanent record of the trip for future reference. It records the actions taken and accomplishments during the trip. The experience of one employee on the trip becomes available for other personnel in the future. The structure of a trip report is as follows:

- ☐ Memo-report headings
- ☐ Purpose of the trip
- ☐ Conclusions
- ☐ Actions taken
- ☐ Recommendations
- ☐ Trip Report Date: \_\_\_\_\_
- ☐ To: \_\_\_\_\_, Quality Control Director
- ☐ From: \_\_\_\_\_, Product Manager

**Proposal:** A proposal is a selling document that advocates the purchase of a company's products or services. It can also come from within a single company and advocate the purchase of equipment or hiring of additional personnel. Proposals from one company to another generally tend to be lengthy and complex. Proposals that are generated within a single company tend to be brief and simple.

It is very important to keep in mind that a proposal is a selling document. It must persuade the receiving company to buy the goods or services. Unlike a feasibility report, a proposal is biased in favor of the project.

The following is a typical format for a proposal:

- ☐ Title page
- ☐ Abstract
- ☐ Statement of problem
- ☐ Proposed program
- ☐ Cost estimate
- ☐ Time management/ schedule
- ☐ Conclusion
- ☐ Evaluation
- ☐ Work cited

**Minutes:** Minutes are the written or recorded documentation that is used to inform attendees and non-attendees about what was discussed and what happened during a meeting. The minutes serve as a reminder of the commitments made during the meeting.

Minutes include:

the name of participants

the agenda items covered

decisions made by the participants

to follow up actions committed

Meeting minutes are disseminated to meeting participants within 24 hours of meeting.

## **Grammar rules**

### **Voice**

#### 1. Simple present

Active: sub+v1/v5+obj

Passive : sub+ be verb+v3 +by+sub

#### 2. Present continuous

Active: sub+is/am/are+v4+obj

Passive: obj+is/am/are+v3+by+sub

#### 3. Present Perfect

Active: sub+has/have+v3+obj

Passive: obj+has/have+been+v3+by+sub

#### 4. Present Perfect continuous

Active: sub+has/have+been+v4+obj

Passive: no change

#### 5. Simple past

Active: sub+v2+obj

Passive: obj+was/were+v3+by+sub

#### 6. Past continuous

Active: sub+was/were+v4+obj

Passive: obj+was/were+being+v3+by+sub

#### 7. Past perfect

Active: sub+had+v3+obj

Passive: obj+had/been+v3+by+sub

#### 8. Past Perfect continuous

Active: sub+had+been+v4+obj

Passive: no change

#### 9. Simple Future

Active: sub+will/shall+v1+obj

Passive: obj+will/shall+be+v3+by+sub

#### 10. Future conti

Active: sub+will+be+v4+obj

Passive: no change

#### 11. Future Perfect

Active: sub+will+have+v3+obj

Passive: obj+will+have+been+v3+by+sub

#### 12. Future Perfect Conti

Active: sub+will/shall+have+been+v4+obj

Passive: no change

Rules about model verb      Be+v3

Can

Could

Will

Would

Shall

Should

May

Might

Need to

Ought to

Dare

Must

Used to

I can kill a tiger: active

Tiger can be killed by me: voice

**If there is, is/am/are/was/were then going to + be+v3**

I am going to write a novel. Active

A novel is going to be written by me

**No need to write by+ these subject**

**Somebody**

**Anybody**

**Everybody Somebody helps me.= I am helped**

**Nobody**

**Someone**

**Anyone**

**Everyone**

**No one**

## reading sections

1.

**Francis Bacon**

## “Of Studies”

In his classic essay, “Of Studies,” Francis Bacon explains how and why study—knowledge—is important. Along with Michel de Montaigne, who published his first essays less than twenty years before Francis Bacon published his first collection in 1597. Bacon is considered the father of the English essay (with Montaigne the father of the French essay). Bacon’s essays differ from Montaigne’s in being more compact and more formal. Where Montaigne conceived of the essays as an opportunity to explore a subject through mental association and a casual ramble of the mind, Bacon envisioned the essay as an opportunity to offer advice. The title of his essay collection: “Essays or Counsels: Civil and Moral,” suggests that didactic intent.

In “Of Studies,” Bacon lays out the value of knowledge in practical terms. Bacon considers to what use studies might be put. He is less interested in their theoretical promise than in their practical utility—a proclivity more English, perhaps, than French. Bacon’s writing in “Of Studies” is direct and pointed. It avoids the meandering find-your-way free form of Montaigne’s essays. From his opening sentence Bacon gets directly to the point: “Studies serve for delight, for ornament, and for ability.” He then elaborates on how studies are useful in these three ways. And he wastes no words in detailing the use of “studies” for a Renaissance gentleman.

One of the attractions of Bacon’s essay is his skillful use of parallel sentence structure, as exemplified in the opening sentence and throughout “Of Studies.” This stylistic technique lends clarity and order to the writing, as in “crafty men condemn studies, simple men admire them, and wise men use them,” which in its straightforward assertiveness exhibits confidence and elegance in addition to clarity and emphasis.

and for ability, is in the judgment, and disposition of business. For expert men can execute, and perhaps judge of particulars, one by one; but the general counsels, and the plots and marshalling of affairs, come best, from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their rules, is the humor of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning, by study; and studies themselves, do give forth directions too much at large, except they be bounded in by experience. Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books, else distilled books are like common distilled waters, flashy things.

Reading maketh a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know, that he doth not. Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep;



moral grave; logic and rhetoric able to contend. *Abeunt studia in mores*. Nay, there is no stound or impediment in the wit, but may be wrought out by fit studies; like as diseases of the body, may have appropriate exercises. Bowling is good for the stone and reins; shooting for the lungs and breast; gentle walking for the stomach; riding for the head; and the like. So if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. If his wit be not apt to distinguish or find differences, let him study the Schoolmen; for they are *cumini sectores*. If he be not apt to beat over matters, and to call up one thing to prove and illustrate another, let him study the lawyers' cases. So every defect of the mind may have a special receipt.

2.

## **Civil peace : Chinua Achebe**

Chinua Achebe's story 'Civil Peace' is a realistic story which presents the condition after the Civil War. It is about a Biafran civil war and its effect on Nigerian people.

The protagonist character of this story is Jonathan Iwegbu, who thinks himself very lucky to have survived. He had come out of the war with five inestimable blessings to him, his wife Maria and his three children out of four. He had also his bicycle as an extra bonus, which he dug up after the fighting had stopped. This bicycle was seized by the military officer, but he got it by spending two pounds.

He finds his house in Enugu still standing, despite the absence of doors, windows and roof. After getting the house, Jonathan who saw everything in positive terms, this was another miracle for him. And then the family started its journey back to normality and prosperity. The children started selling mangoes, his wife akara balls and he was involved in selling palm wine. From one point of view, it is meager material with which to start a new life, but to the Jonathan, after the horrors of war was blessing. The final windfall is the egg rasher he receives. It confirms his belief in God. 'Nothing puzzles God' is his catchphrase. In both situations, he uses the same phrase. Everything that life provides is a bonus to him. He counts himself extraordinarily happy after he survived the war. The recovery of his bicycle is another miracle for him because he sees everything in positive terms. He starts a new life in his house with insufficient materials. He is optimistic and is happy with which he has. When the thieves take ex-gratia away, he is engaged in his everyday work. He considers that his life did not depend on that money last week.

Jonathan is clever as well as practical too. When his bicycle was seized by military officer, Jonathan brings it by giving the two pounds. He also gave twenty pounds willingly to save the life of family from the thieves. He works hard in both situations and has complete faith on God.

3.

How much land does a man need?

Leo Tolstoy

An elder sister from the city visits her younger sister, the wife of a peasant farmer in the village. In the midst of their visit, the two of them get into an argument about whether the city or the peasant lifestyle is preferable. The elder sister suggests that city life boasts better clothes, good things to eat and drink, and various entertainments, such as the theater. The younger sister replies that though peasant life may be rough, she and her husband are free, will always have enough to eat, and are not tempted by the devil to indulge in such worldly pursuits.

Pahom, the husband of the younger sister, enters the debate and suggests that the charm of the peasant life is that the peasant has no time to let nonsense settle in his head. The one drawback of peasant life, he declares, is that the peasant does not have enough land: "If I had plenty of land, I shouldn't fear the Devil himself!" The devil, overhearing this boast, decides to give Pahom his wish, seducing him with the extra land that Pahom thinks will give him security.

Pahom's first opportunity to gain extra land comes when a lady in the village decides to sell her three hundred acres. His fellow peasants try to arrange the purchase for themselves as part of a commune, but the devil sows discord among them and individual peasants begin to buy land. Pahom obtains forty acres of his own. This pleases him initially, but soon neighboring peasants allow their cows to stray into his meadows and their horses among his corn, and he must seek justice from the district court. Not only does he fail to receive recompense for the damages but also he ruins his reputation among his former friends and neighbors; his extra land does not bring him security.

Hearing a rumor about more and better farmland elsewhere, he decides to sell his land and move his family to a new location. There he obtains 125 acres and is ten times better off than he was before, and he is very pleased. However, he soon realizes that he could make a better profit with more land on which to sow wheat. He makes a deal to obtain thirteen hundred acres from a peasant in financial difficulty for one thousand rubles and has all but clinched it when he hears a rumor about the land of the Bashkirs. There, a tradesman tells him, a man can obtain land for less than a penny an acre, simply by making friends with the chiefs.

Fueled by the desire for more, cheaper, and better land, Pahom seeks directions for the land of the Bashkirs and leaves on a journey to obtain the land that he thinks he needs. On arrival, he distributes gifts to the Bashkir leaders and finds them courteous and friendly. He explains his reasons for being there and,

after some deliberation, they offer him whatever land he wants for one thousand rubles. Pahom is pleased but concerned; he wants boundaries, deeds, and “official sanction” to give him the assurance he needs that they or their children will never reverse their decision.

The Bashkirs agree to this arrangement, and a deal is struck. Pahom can have all the land that he can walk around in a day for one thousand rubles. The one condition is that if he does not return on the same day to the spot at which he began, the money will be lost. The night before his fateful walk, Pahom plans his strategy; he will try to encircle thirty-five miles of land and then sell the poorer land to peasants at a profit. When he awakes the next day, he is met by the man whom he thought was the chief of the Bashkirs, but whom he recognizes as the peasant who had come to his old home to tell him of lucrative land deals available elsewhere. He looks again, and realizes that he is speaking with the devil himself. He dismisses this meeting as merely a dream and goes about his walk.

Pahom starts well, but he tries to encircle too much land, and by midday he realizes that he has tried to create too big a circuit. Though afraid of death, he knows that his only chance is to complete the circuit. “There is plenty of land,” he says to himself, “but will God let me live on it?” As the sun comes down, Pahom runs with all his remaining strength to the spot where he began. Reaching it, he sees the chief laughing and holding his sides; he remembers his dream and breathes his last breath. Pahom’s servant picks up the spade with which Pahom had been marking his land and digs a grave in which to bury him: “Six feet from his head to his heels was all he needed.”

4.

### The Lady with the Dog: Anton Chekov

‘The Lady with the Dog’ is a famous story written by Anton Chekov. It suggests that we often look for love ‘in all the wrong places’ or perhaps ‘in too many faces,’ which seems to be precisely the problem of the protagonist in Anton Chekhov’s famous short story, ‘The Lady with the Dog.’ The story is divided into four sections.

In the first, we’re introduced to Dmitri Gurov, who is taking a solo vacation in Yalta. Despite having three children, Dmitri is greatly dissatisfied in his marriage to a woman whom he looks down on and who ‘he had begun being unfaithful to long ago.’ What’s more, he looks at all women as belonging to ‘the lower race’ - that is, until he meets Anna Sergeyevna, the lady with the dog.

After watching her closely for a few days to make sure he wouldn’t be hampered in his pursuit, Gurov makes his move one evening at dinner. He coaxes over Anna’s Pomeranian to catch her attention, and the two

share some polite conversation during which we discover that Anna is herself married, but also travelling alone. Following a brief conversation, the two continue their meals and part ways. A week has passed since Dmitri and Anna first met as the second section opens, and the two seem to have become fast friends. They beat the heat together by enjoying ice treats and watching the ferry to come into port. As they're standing by the docks one day, Gurov is overcome by a sudden urge to kiss Anna, and the two end up back in her hotel room.

Following their romantic rendezvous at the hotel, Anna is distraught over having committed adultery, and Dmitri tries to comfort her - despite considering her to be naïve in her guilt. Anna admits to some displeasure with her own spouse as Gurov nonchalantly eats some watermelon. However, his cold attitude toward the situation appears to soften when he calls a cab to take them on an evening drive. Afterward, the two continue their affair, meeting every day at lunch and stealing kisses in public. It all ends abruptly, though, when Anna gets a letter from her husband asking for her quick return.

As the second section ends with the two parting ways, the third finds Dmitri back home in Moscow. Everything appears to be falling into its winter routine, and Gurov expects that any thoughts of Anna 'would be shrouded in a mist of his memory' as all of his other trysts have been. However, he's unable to get Anna off his mind, eventually even driven to visit her at home in an unnamed town. After arriving and finding her house, though, he's reluctant to impose and retires to a hotel room to sulk and nap. After waking, Gurov reasons that he should be able to find Anna that night at a theater production he'd seen advertised. He indeed sees her at the show; however, she's also accompanied by her husband. Nevertheless, when the husband leaves during intermission, Gurov takes the opportunity to interact with Anna, who's initially terrified that Gurov has shown up there. Once the shock wears off, she explains to Dmitri how unhappy she is in her current situation and promises to visit him in Moscow, but only if he'll leave immediately.

Having complied with her request, Gurov begins to see Anna in Moscow as promised as the final section opens. She's been telling her husband that there's a doctor she's seeing there. But the deception seems to be getting to her as she breaks down in tears during her next encounter with Dmitri. Gurov realizes that this illicit love love they share won't soon die and that they must find some way of preserving it. Without any real resolution to the issue, the story ends with the couple's joint realization that their relationship has a long and difficult road ahead.

## 5.

### *The Mother of a Traitor*

Maxim Gorky

*The Mother of a Traitor, a story of a conflict between 'ambition' characterized by a 'traitor' a brave but heartless son; and 'life' represented and characterized by the 'Mother of a Traitor', where the heartless son appears with power and prowess, is easily victimized in the hand and lap of a mother who is appeared in the story very ordinary developed because of the urgency of time. It also signifies throughout the history, such ambitions appeared in the name of war; however, ultimately, the life got the victory over the death and human civilized continued, through such difficult hurdles.*

*The story is a study on the underlying essence of the mothers, who are more than kind-hearted and loving, a cruel destroyer for the sake of preservation of life, for which she has especial duty imparted by the nature. Moreover, this story is another quest within human psychology, which shows there is another truth within human mind, and man is something, more than a selfish creature, which makes one dedicated for the sake of society in the cost of the complete destruction of the selfish interests. Usually, the son is the most lovely and precious one for a mother, for which she is always ready to sacrifice any things even her life. However, the mother sacrifices the life of her son for the preservation of the society and herself for the sake of her love to her son, in this story. To get to such truth the writer leads us through the imagined situation for the story to develop, where the enemy has surrounded a city for several days and each and every part of the hope for life of the citizen has-been lost. There is nothing else than the shadow of death for the citizen. Gradually, the cause after such situation is revealed, the most loving son of another is leading the enemy to attack upon the city to fulfill the hunger of his ambition, without caring the old men, children, women and anything in the city. It hurts the mother extremely, who is so despised by the citizen that, either they don't care her at all or she listens herself the mothers cursing her womb staying at the side of their slain sons.*

*The incident of the central character Mona Mariana's encounter with the mother of slain man, breaks and balance and intensifies the story forcing her to take bold decision for the sake of her city where she was born, and where her forefathers spent their lives for its construction and even their bones are buried there, and which is going to be cruelly destroyed by her lovely son. First she thinks of persuading her son to cancel such evil and desires to take most difficult departure from the loving city and meet her son, the piece of her heart. She feels proud of her son, so smart, active and brave, and proudly raises her head, while listening to the enemy soldiers singing a song on his admiration. However, all of her proud on her son is sunk down, when the son didn't care at all for her feelings, in spite of his love for her. When she got tired of persuading her son, for the preservation of the city, the conflict between her love for the son and her love for the city got into the climax. Meanwhile, she looked to the city through a tend hole, which was waiting for her decision for its life's sake, like a wounded and dumb animal, she couldn't ignore the expectation of the city for its life's sake. She took unexpected and drastic decision of killing her son for the sake of the preservation of the city and killed herself for the sake of her son and to remain together and to share the fate of the son.*

*This story starts from the conflict within the mind of a mother ends at the solution of the problem at the cost of the life of a traitor and his mother. On the other hand the wounded and hopeless city gets life and lives new life after the end of the story.*